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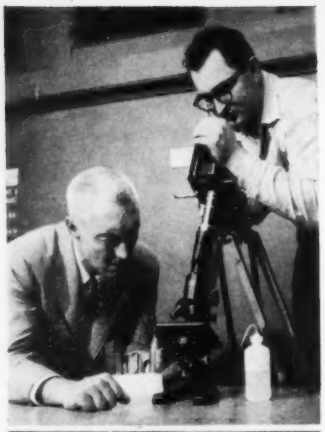
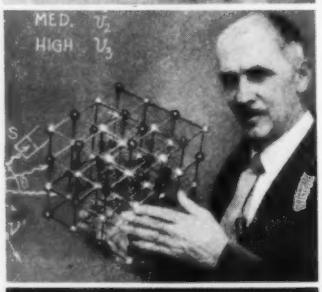


Camera shoots through microscope in filming of Complete Basic Chemistry Course with Dr. John Baxter.



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EDUCATIONAL RESOURCES and TECHNIQUES

A PUBLICATION OF

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THE TEXAS AUDIO-VISUAL EDUCATION ASSOCIATION

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Many came early. Dr. Jim Roberson of Abilene mans the registration desk early on Sunday morning.

TEXAVED HOLDS EIGHTH ANNUAL STATE CONFERENCE AT ABILENE

JOHN DUNN

The eighth annual meeting of the Texas Audio-Visual Education Association held in Abilene October 31 through November 2 was an unqualified success. Undoubtedly this was due to several fortunate circumstances.

The first circumstance was the place of the meeting in the Hotel Windsor in Abilene with its excellent service and facilities and the fine co-operation of the Abilene Schools which gave our Host Chairman, Dr. James A. Roberson, carte blanche in providing an excellent atmosphere for the Conference.

The second and best circumstance was our good fortune in having as our keynote speaker, Dr. Chester Babcock, Executive Direc-

Two guiding lights of the conference. TEXAVED President, Virginia Patterson and Conference Host Chairman, James A. Roberson occupied the platform with others during the opening meeting of the conference.

Keynote speaker Dr. Chester Babcock was much in evidence Sunday afternoon and evening.

tor of the Division of Instruction and Curriculum of the Seattle Public Schools. His keynote address highlighted and complimented the conference theme, "TEXAVED Looks Ahead: The Impact of New Technological Developments on Curriculum and Teaching and the Uses of Instructional Resources."

The third circumstance was the excellent program organized by the Program Committee with Dr. Harold Wigren of the Houston Public Schools carrying much of the load of contacting participants and arranging the program schedules. The split second scheduling and full program left little time for contemplation but allowed us to telescope a three day program into a two day conference.

Re-unions and meetings between new friends and old acquaintances marked the first day.

Left: the coffee breaks were welcome, either to rest, think, converse or argue. Right: demonstrations held the spotlight on Monday night. Here John Dunn of Brazosport holds forth on the construction of the Resource Unit.

HIGHLIGHTS OF THE CONFERENCE

The first day was taken up with registration, fraternization, and a meeting of the TEXAVED Board of Directors. That evening the conference officially began with the opening address of Dr. Babcock, followed by a panel discussion based upon his keynote speech.

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Directors and officers also met. Part of the new TEXAVED Board is pictured here. "Mac" Boyett, Dr. R. L. Davidson, Dr. Ernest Tiemann, Dr. James Roberson, and Dr. Harold Wigren.

Eating and speaking went hand in hand. This is the Legislative Luncheon on Monday.

STATE PLANS FOR THE DISSEMINATION OF INFORMATION CONCERNING THE NEW EDUCATIONAL MEDIA

IMPLEMENTATION OF PART B, TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT

ERNEST TIEMANN

Dr. Tiemann is Professor of Educational Psychology and Director of the Visual Instruction Bureau at the University of Texas. He served as the first President of TEX-AVED and for the past six years has served as Executive Secretary of that organization. On the national scene Dr. Tiemann is President Elect of DAVI.

The explosion of knowledge in the various learning fields, new technological devices available for educational purposes, and new understandings of the learning process create grave new burdens on the teaching profession as it re-appraises the effectiveness of the educational system. At no time in the history of American education has there been so much discussion about the role of instructional resources and their impact upon the educational processes.

THE NEW MEDIA PROGRAM

The New Educational Media program as authorized by Title VII of the National Defense Education Act of 1958 directs the U. S Commissioner of Education to (1) conduct, assist and foster research and experimentation in the educational uses of new communications media; and (2) disseminate information concerning these new media to state and local public school systems and to colleges and universities.

More than 80 Title VII grants serve as reminders of the fact that two years of research on the new educational media under the National Defense Education Act are behind us. A large number of individual grants have been made, and many of the studies are in an advanced stage.

A contract program under Part B of Title VII has to its credit several important research conferences and a number of regional conferences involving the development of plans for disseminating information about the newer and more effective uses of the new educational media.

THE UNIVERSITY OF COLORADO SEMINAR

Representatives of the state of Texas were invited to participate at two of these regional conferences. A Research Seminar was held on the campus of the University of Colorado, April 11-13, 1960. Thirteen states sent delegates to this meeting. Texas was represented by Witt Blair of North Texas State College, Donald Denum and Milo Kearney of the

Texas Education Agency, Mrs. Nettie Shaw of the Carthage Public Schools, L. P. Sturgeon and E. L. Galyean of the Texas State Teachers Association, Morris Wallace of Texas Technological College, Douglas Parry of Texas A&M College, Nat Willaims of the Lubbock Public Schools, and Ernest Tiemann of the University of Texas.

Delegates to this Research Seminar discussed the new educational media, their role as related to new directions in education, the implications of media research for learning and teaching, and methods whereby the results of research generated by the New Educational Media Program might be disseminated.

THE OKLAHOMA PLANNING CONFERENCE

During the same week, thirteen Texas delegates attended the Invitational Regional Leadership Planning Conference on the Newer Educational Media at the University of Oklahoma. Texas delegates included John Codwell of Houston, Morgan Evans of Galveston, Opal Eversole of Freeport, Lorena Haynes of San Antonio, Mrs. Voyd Lee of Beaumont, Henry McCarty of Lubbock, R. B. Norman of Amarillo, Don Nugent of Austin, J. J. Pearce of Richardson, Hugh Proctor of Austin, Mrs. Bernice Railsback of Levelland, Mrs. Joe Wessendorf of Richmond, and Lee Wilborn of Austin.

The participants of this conference had the opportunity to study through demonstrations the uses of the newer educational media. They discussed the application of total learning systems utilizing a variety of media contrived in accordance with their unique instructional characteristics and for specific learning objectives. An opportunity was provided to discuss the administration and organization of education systems designed for the optimum use of all instructional resources.

Delegates attending both conferences were given an opportunity to discuss proposals for developing state plans for the dissemination of information concerning the newer educational media. Both Texas delegations selected from their groups, representatives to meet together in Austin to discuss plans for state action.

PLANNING AN ACTION PROGRAM

On May 1, representatives of both conferences met in the office of the Commissioner of Education, Dr. Edgar. The purpose of this meeting was to discuss plans for activating an action program which would combine the resource facilities of the State Department of Education and the professional and lay organizations in the state of Texas in a joint effort to inform the teaching profession and lay leaders of the state concerning the newer instructional resources and their uses in teaching.

The discussion that took place indicated an urgency for setting up the necessary machinery in the State Department of Education to achieve this objective. Various plans were discussed which would involve the educational and lay leadership of the state in this program.

STEERING COMMITTEE ORGANIZED

In response to this urgent need for action, a steering committee was appointed with representatives from the Boulder and Norman delegations. These included Morgan Evans of the Galveston Public Schools, Mrs. Joe Wessendorf of the State Board of Education, Mrs. Nettie Shaw of the Carthage Public Schools, L. P. Sturgeon of the Texas State Teachers Association, Lee Wilborn of the Texas Education Agency, and Ernest Tiemann of the University of Texas.

The steering committee under the chairmanship of Lee Wilborn immediately arranged a meeting with Dr. Edgar.

A proposal was agreed upon to take the necessary steps to negotiate a contract with the U. S. Office of Education under Title VII-B. Under the terms of this contract, funds would be made available to the State Department of Education to develop a State Plan for the dissemination of information on the newer media of communication. It was felt that an Advisory Commission should be appointed with representatives from the professional and lay educational organizations of the state to give direction to this program.

WILBORN HEADS NATIONAL NEGOTIATIONS

Negotiations with the U. S. Office of Education are currently underway with reasonable assurances that the request for a grant will be approved. Dr. Lee Wilborn of the Texas Education Agency was asked by the Commissioner of Education, Dr. Edgar, to assume responsibility for carrying on these negotiations.

It is the expressed desire of Dr. Wilborn to set this action program into motion this fall so that planning can begin as early as possible. It is anticipated that under the leadership of the State Department of Educa-

Continued on Page 11

A resource person in action at Brazosport's West Freeport Elementary School. Mrs. Gene Newman of the Surfside Shell Club gives instruction to fifth grade students Robert Brown and Ronnie Lowe.

A GUIDE TO USING COMMUNITY RESOURCES

The material in this article is a summary of a publication prepared by a committee of teachers as a workshop activity sponsored by the Instructional Resources Department of the Galveston Public Schools. Its purpose was to provide a guide for Galveston teachers for making better use of community resources.

Teachers on the committee were:

Miss Jessie Flautt,
Committee Chairman
Mr. Richard Haller
Mrs. R. E. Hendrix
Mrs. Esther Higgins
Mrs. Sedonia Jackson
Mrs. Estella Keats
Mrs. Mary Lyons
Mrs. Lucille Pickett
Mrs. Lynne Nita Pope
Mrs. Adelina Shanklin
Miss Annie Williams
Mrs. Marian Wood

Creative teachers have found that making use of community resources can be rewarding and beneficial for their students. The key to success in making use of such resources is "proper planning." When such learning experiences are well planned and organized, they can help students learn relationships between classroom learning and life situations and needs. They can help stimulate student interest and motivation. They provide variety in learning experiences as well as opportunities for students to develop skill in observation, problem solving, critical group thinking and learning to ask intelligent questions. When such experiences are not well planned, the results may be an extravagant waste of time.

Community resources might be defined as "resource people", "resource places", and "resource materials". This article is primarily concerned with the "resource person" and the "resource place", rather than "resource materials". However, teachers should check with their local Chamber of Commerce, telephone company, travel agencies, health associations and agencies and even the local service stations, for all sorts of free materials which can add much to classroom study.

In order to help teachers plan properly in using a resource person and making a field trip to a resource place, the following check list is provided:

THE RESOURCE PERSON

Pre-Planning

( ) 1. Permission has been received from the school principal.
( ) 2. The purpose for having the resource person has been clearly defined.
( ) 3. The resource person knows:
  (a.) what is expected of him.
  (b.) how much time he will be given.
  (c.) what materials or equipment will be provided by the school for his use.
( ) 4. The class is prepared for the experience as:
  (a.) they know why the resource person has been invited.
  (b). they have been given pertinent information concerning the resource person to help build the interest for the occasion.
( ) 5. Students have made a list of questions they would like to ask the resource person.
( ) 6. Students have decided upon standards of conduct expected of them while the resource person visits their class.

When the Resource Person Arrives:

( ) 1. Everything is ready, there will be no wasting of time.
( ) 2. The teacher is prepared to review briefly what the students are studying, and how the information to be presented by the resource person fits in with their study.
( ) 3. The teacher is prepared to make a GOOD introduction of the resource person to make him feel welcome.

Follow-Up Activities

( ) 1. The class should discuss and evaluate ways in which they profited by the visit.
( ) 2. The teacher should include information presented by the resource person when test time comes.
( ) 3. Be sure someone writes a letter of appreciation to the resource person for visiting the class.

THE RESOURCE PLACE — THE FIELD TRIP

Preliminary Arrangements:

( ) 1. The principal has given permission for the field trip and agreed to the time it should be given.
( ) 2. The person who will act as host at the resource place has been contacted to arrange:
  (a.) how many students can be accomodated.
  (b.) the date and time for the field trip.
  (c.) for a preliminary visit by the teacher and/or a committee of students.
( ) 3. Permission has been received from parents in writing. Parents have been given information as to:
  (a.) why the field trip is being made.
  (b.) the time and method of transportation.
( ) 4. Provisions for transportation have been confirmed.

Pre-Planning the Field Trip:

( ) 1. The purpose and objective of the field trip has been clearly outlined to:
  (a.) stimulate interest and thinking.
  (b.) provide a needed experience.
  (c.) answer questions to problems.
( ) 2. A preliminary visit has been made to:
  (a.) identify major points of interest.
  (b.) determine problems and bottlenecks which might develop on the trip.
  (c.) talk with the person who will act as guide so they will know exactly what is desired by the class.

While on the Field Trip:

( ) 1. Students have been encouraged to:
  (a.) take notes on what they see and hear.
  (b.) take cameras and take pictures.
  (c.) take a tape recorder along to record the event.
  (d.) look for certain things about the community while traveling "to" and "from" the resource place.

Follow-Up Activities:

( ) 1. The class should discuss and evaluate the value of making the trip.
( ) 2. The teacher should have the students "Do Something" with the information gained on the trip.
( ) 3. Be sure someone writes a letter of appreciation to the person who acted as host and guide at the resource place, for letting the class make the visit.

Dr. Gillingham during a demonstration of *overhead transparency techniques at the recent TEXAVED Conference in Abilene.*

TRANSPARENCIES AND THE OVERHEAD PROJECTOR

LAWRENCE GILLINGHAM

Dr. Gillingham has had eight years of teaching experience in both secondary and elementary schools. For the past four years he has been Assistant Director of Audio-Visual Education for the Houston Public Schools. During the last statewide TEXAVED Conference Dr. Gillingham demonstrated many of the techniques discussed in this article.

The overhead projector, used with transparencies or other materials, is one of the most powerful audio-visual tools available for school use.

This article will present some basic information on the overhead projector and offer some suggestions for its use with acetate rolls and sheets, static transparencies, dynamic tranparencies, and other materials.

THE OVERHEAD PROJECTOR

The overhead projector is so named, because when a teacher is seated at the projector, the image is projected over his head to a screen behind his back. (See Figure 1.). The principle of the overhead projector is simple. A light beam shines up through a horizontal glass stage into a lens located above the stage and is then reflected from a mirror to the screen. (See Figure 2.) Most overhead projectors have a glass stage which is either 7"x7" or 10"x10". The 10"x10" size is usually found to be best adapted to school use.

There are many advantages resulting from the use of an overhead projector. Some of these are:

1. While using an overhead projector, a teacher is in the front of the room, facing the class.
2. A bright, clear image may be obtained without darkening the room.
3. Figures, charts, problems, outlines, tests, assignments, etc. may be prepared in advance ready for immediate use without having the class wait

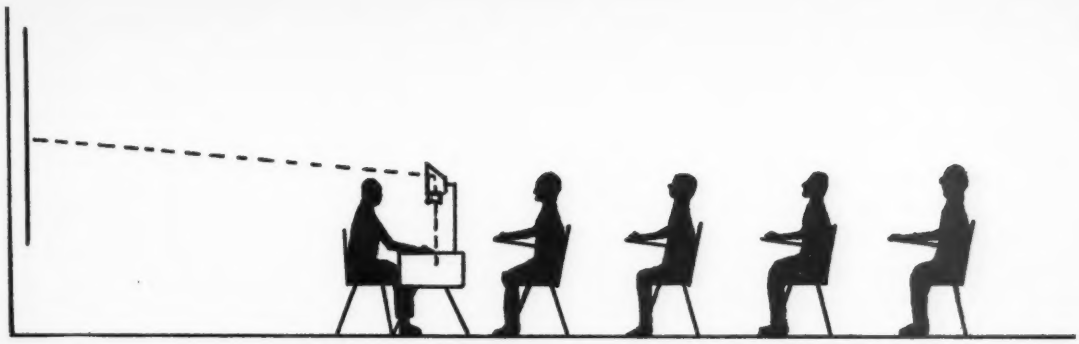


Figure 1. Location of an Overhead Projector in a classroom.

while this material is written on the chalkboard.

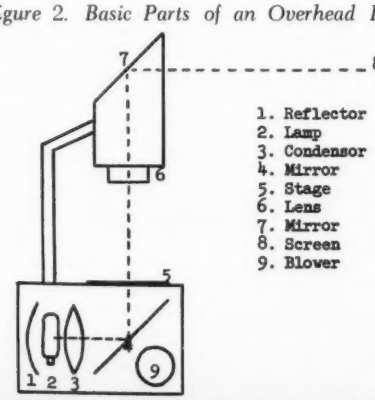
4. A pointer used on the stage will project as a pointer on the screen.

ACETATE ROLLS AND SHEETS

The simplest way to use an overhead projector is to write on acetate with a grease pencil. Heavy acetate sheets are available in both the 7"x7" and 10"x10" sizes. Most overhead projectors are equipped with attachments for using a roll of thin acetate. Material can be written or drawn on the acetate while it is on the stage being projected and thus the image is developed on the screen. Material may be prepared in advance either on a series of sheets or acetate or on a roll of acetate. Corrections or changes can be made easily since the grease pencil marks may be removed by rubbing lightly with a clean tissue or cloth.

A more permanent type of material can be made by using felt pens instead of grease pencils. The use of felt pens make it possible for any teacher to prepare colored materials for projection. Another type of projection material is etched acetate on which it is possible to write with either a regular pencil or a translucent colored pencil.

Figure 2. Basic Parts of an Overhead Projector



STATIC TRANSPARENCIES — DIAZO

A transparency is a sheet of acetate on which some material has been permanently copied. A transparency is usually taped to a cardboard mount to give it strength and durability. Diazo is a dye process through which an image may be permanently set on a sheet of acetate in any one of eleven colors. Transparencies may be developed in either a positive form or a negative form. In a positive slide the lines of the original material appear as dark lines on a white screen while in a negative slide the lines of the original material appear as light lines on a dark screen. A slide may be made in a combination of positive and negative materials.

STATIC TRANSPARENCIES — MISCELLANEOUS

Three other methods of producing static transparencies should be mentioned. Figures and charts can be prepared with tapes and templates. Pressure sensitive tapes are available in widths from 1/64 inch up. These tapes may be opaque or translucent colors, solid or broken lines, shaded or outlined, etc. Tapes are also available with pre-positioned numbers for labeling percents on a graph or with pre-positioned words for labeling columns, with words such as the names of the months. Complete graphs or charts can often be made by using nothing but tape on a sheet of clear acetate.

An illustration from a magazine may be transferred from the magazine page to a sheet of acetate through what is known as the lifting process. This is possible only if the magazine is printed on a clay coated paper. Illustrations may be lifted with rubber cement and clear acetate, or with special materials sold by the Seal Company. An inexperienced person will probably get much better results by using the Seal materials.

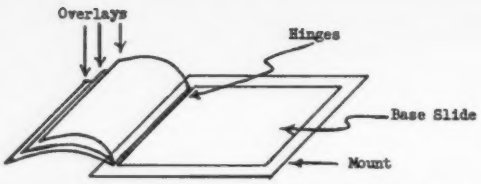


Figure 3. A Dynamic Transparency with Overlays

Many of the standard office copying machines now have either a clear film, a translucent material, or both available for use in their copying equipment.

DYNAMIC TRANSPARENCIES

Dynamic slides are those which can be built up or arranged while being projected. The use of dynamic transparencies enables a teacher to take the material being presented and break it down into its component parts to proceed from the simple to the complex in building the understanding of complicated concepts. It is in the use of dynamic slides that the overhead projector really comes into its own and does a job that no other piece of equipment can match.

The most common type of dynamic slide is one with overlays. This type of transparency consists of a base slide which is taped to a mount. Additional sheets of acetate (overlays) are fastened to the mount with hinges; these overlays are laid down on the stage one at a time to add to the image being projected. (See Figure 3.) Each overlay may be of a different color, if desired, to clearly show each individual part of the composite image. A variation of this type of transparency can be made by hinging from one to four overlays in the manner shown in Figure 4. This method of hinging enables the teacher to add the overlays in any order he wishes.

A table, graph, or other similar material may be presented in a dynamic manner by covering all or part of the slide with opaque material which is removed in hinged sections thereby revealing the transparency one section at a time. This is called "progressive disclosure." A variation of this technique is to slide the opague covering off slowly, thereby allowing a steadily increasing part of the transparency to appear on the screen.

Another type of dynamic transparency is made by preparing a base slide and using cutouts to make various situations appear on the screen.

OTHER USES FOR THE OVERHEAD PROJECTOR

The overhead projector can be used in a great variety of ways other than in the projection of transparencies.

In teaching magnetism the overhead projector can be used in two ways. A small bar magnet can be suspended from the upper head of the projector close enough to the stage to be focused clearly on the screen. Another bar magnet can be held close to the suspended one to show the attraction of opposite poles, or the repulsion of similar poles. It is possible to show a magnetic field by laying two bar magnets on the stage with opposite poles an inch or two apart. A sheet of clear plastic should be placed over the magnets then fine iron filings sprinkled over the clear plastic. The iron filings quickly form into the pattern of the magnetic field which shows clearly on the screen.

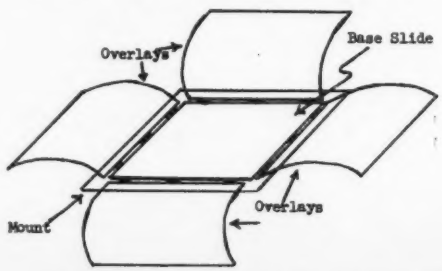
Small organisms such as dafnia may be placed in a shallow dish on the stage and be projected clearly on the screen. Subjects of this size are not easily viewed by large groups. Physical or chemical reactions of fluids may be shown in a transparent dish. This is an effective technique for showing corrosion, crystalization, color indicators, or other reactions.

Animated devices made of clear, translucent, or opaque materials may be used to advantage on the overhead projector. A ten inch clear plastic slide rule is available and serves very well for instructing a class in the use of a slide rule. Many schools have experimented successfully in making models of gears, meters, etc. for animated projection.

A FINAL WORD

Since the overhead projector is a relatively new audio-visual tool, there are very few commercially prepared transparencies available. As more commercially prepared transparencies become available, school districts will continue to make many of their own transparencies, designed to fit the specific needs of their own schools.

A second type of Dynamic Transparency



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The second day saw an early beginning with presentations centered on the theme, "TEXAVED Looks Ahead: New Technological Developments in Educational Communications Nation-Wide."

A luncheon meeting at noon was concerned with the educational legislation to be presented to the new legislature in the spring.

The afternoon session continued with presentations centered on the theme "TEXAVED Looks Ahead: Developments in Texas." This was followed by another panel discussion moderated by Dr. Ernest Tiemann which was concerned with "Implications of the Newer Technology for the Future Image and Role of the Professional Educator."

Later on in the afternoon of the second day Sectional Meetings were staged simultaneously for the various branches of TEXAVED membership.

The evening session was taken up with concurrent demonstrations of teaching materials and techniques, followed by committee meetings.

The final day began with a general session of the organization which was followed by a luncheon meeting of incoming and outgoing officers and a Board of Directors meeting.

In all respects this was a stimulating, thought provoking, successful meeting which left the participants tired but satisfied.

Continued from Page 5

tion an action program will be set into motion which will be able to bring into focus the results of the 80 or more research projects now underway under Title VII of the National Defense Education Act. These research projects will shed much light on the comparative instructional effectiveness of the various media with conventional approaches to instruction. Much emphasis is being given to the study of television teaching. An increasing number of research projects are concerned with the study of self-instructional approaches to learning and the production variables that lead to the design of these tools.

Educational Resources and Techniques could serve as one of the major dissemination tools for bringing information about these exciting uses of the newer educational media to the attention of the teachers, administrators, and lay educational leaders of the state.

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AN EDITORIAL

A STEP OR A STUMBLE

The only real difference between a step and a stumble is a matter of balance.

We look upon this new publication as another in the forward steps which the Texas Audio-Visual Education Association has taken in it's eight years of growth. If, however, we fail to keep a good balance in the type of offerings we give our readers, we will certainly stumble, and could even fall.

Educational Resources and Techniques, while the official organ of TEXAVED, was conceived as an avenue of communication between audio-visual specialists, administrators, curriculum directors, librarians and classroom teachers. We all work for one goal — better learning opportunities for our boys and girls — why not help each other.

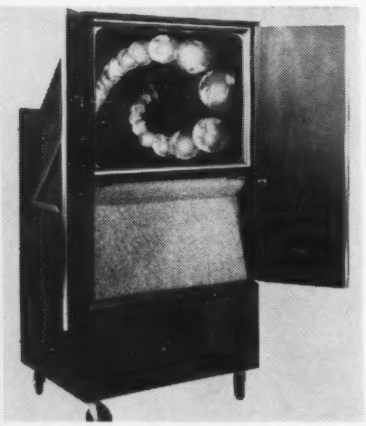
We hope that each of you will help to maintain our balance by making this publication a means to voice your competencies, a way to let the rest of us know the good things you and your schools are doing, and a place to try out your ideas on new techniques or new resources.

If you are interested in the proper use of educational resources; if you have a new idea or technique in the use of these resources; or if you know of a good example of teachers using equipment, materials, or techniques effectively in the learning process, then we invite you to write us.

We will be happy to send you the criteria for manuscripts and to work out with you a possible publication date.

B. "Mac" Boydstun

IMPROVE INSTRUCTION WITH NEW EASY TO USE EQUIPMENT AND MATERIALS



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KEEPING UP

WHAT'S NEW?

A very informative little bulletin has recently been published by the Texas State Teachers Association that should be in the hands of every teacher in the state. Its title is "Sources of Instructional Materials."

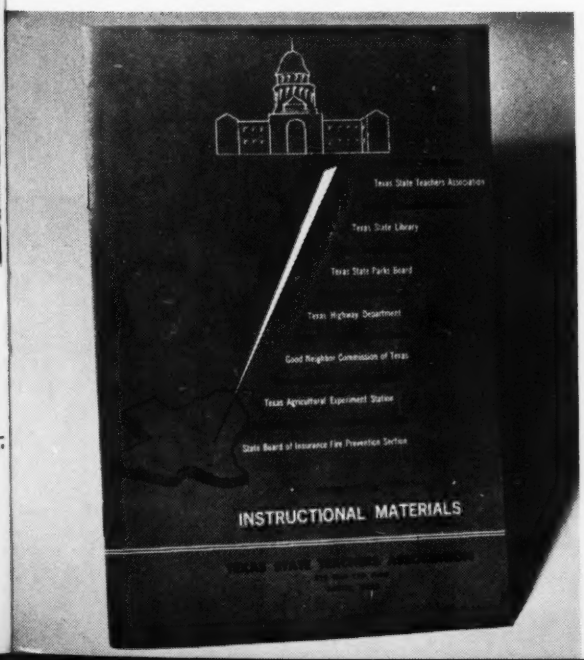
This little treasure is the result of the labors of the TSTA Improving Educational Services Committee. Our thanks are due them for their fine job.

The bulletin contains information on where and how to obtain instructional materials from NEA, TSTA, The University of Texas Extension Loan Library, Texas Agricultural Extension Service, Texas Agricultural Experiment Station, and nine Texas State Agencies ranging from the Texas Education Agency to the Texas State Parks Board.

Materials available from these sources include books, pamphlets, slides, filmstrips, tape recordings, and motion picture films.

We certainly urge all Audio-Visual and Resource Material people to investigate this fine addition to the publications offered by the TSTA. To get your copy write to Texas State Teachers Association, 316 West 12th Street, Austin, Texas, and ask for the bulletin "Sources of Instructional Materials."

Available free from TSTA.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LEGISLATIVE REPORT

JOHN W. DUNN

The convening of the 57th Texas Legislature in January of 1961 will see an extended effort on the part of those interested in our state educational system to promote the enactment of legislation to improve the Texas Public School Program.

The Texas Education Agency, Texas State Teachers Association, Texas Congress of Parents and Teachers, TEXAVED, and other professional and lay groups are supporting proposed legislation which will include teacher pay raises, increased salary increments, additional funds for operation and maintenance of school plant facilities, a state wide sick leave program, regional libraries for films and audio-visual aids, and other needed programs and improvements.

THE FILM LIBRARY BILL

During the coming legislative session the Film Library Bill, or Bill E as it is called, will be one of six major items in the proposed school legislation program supported by the aforementioned organizations.

Bill E provides for the creation of Regional Film Libraries by the state on a matching funds basis with local school districts. This program has long been advocated and promoted by TEXAVED.

SOLID SUPPORT NEEDED

Gratifying as the support by the other organizations for this Film Library Bill is, it will not be enough to ensure passage by the legislature unless TEXAVED members get to work. By getting to work we don't mean merely soliciting personal appeals from TEXAVED members and other professional educational groups. We mean that TEXAVED members must sell the public on the need and desirability of this legislative measure if it is to succeed. In order to do this we must make a strong effort in promoting active support in every locality in the state, especially among influential lay people in the various communities.

Success only comes to those who work for it and so it is with legislation. With this in mind let us all get out and work to put this important program across.

CONGRATULATIONS, TEXAVED

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THE PREXY'S CORNER

JIM HARDIE

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ONCE UPON A TIME

Once upon a time, many years ago, teaching was comparatively simple. A few textbooks, a blackboard, a map or two were considered adequate provisions for a properly equipped classroom. Today, our world of education, like all other areas of vocational life, is becoming more and more complex.

As we enter the new era of atomic energy, electronics, and space travel, we see that we are on the threshold of a completely new revolutionary period — a period more startling and significant than the Industrial Revolution which had its beginning just 200 years ago.

If professional educators are to keep pace, we must be willing to change and grow with the times. We must keep abreast of new developments, be willing to experiment and evaluate the new tools being made available to teachers.

One thing remains very evident. In spite of the electronic ingenuity of today's world and the remarkable new audio-visual tools and materials now available, they are ONLY tools. The effectiveness and value of these tools is completely dependent upon the skill of the teacher using them. A tool can be mis-used and become harmful, but if used properly in the hands of a skillful and well trained person, outstanding results can be achieved.

Television, motion pictures, tape recordings, filmstrips, models, charts and all of the new materials and equipment now receiving such significant attention, are of little value apart from the teacher who knows how to use them skillfully. These tools and materials are completely dependent upon the resourcefulness and creative initiative of well-trained teachers.

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TEXAVED NEWS

EXECUTIVE COMMITTEE OK'S MOVE TO AFFILIATE WITH TSTA

At the last meeting of the 1959-60 TEXAVED Board of Directors, which was held at the beginning of the Fall Conference, plans were discussed and action taken to affiliate with the Texas State Teachers Association. The actual date of affiliation will be contingent upon the approval of TEXAVED's application by the TSTA.

The Board stressed that such an affiliation will be an important step in our organizations playing a leadership role in education in Texas. We would then be able to hold meetings concurrently with the other 28 affiliated TSTA sections and organizations at all District and State TSTA meetings. This in turn would enable us to broaden our membership and increase our area of contact with other educational groups.

SUBSCRIPTION TO THIS PUBLICATIION TO BE INCLUDED WITH ALL TEXAVED MEMBERSHIPS

At the last meeting of the TEXAVED Board of Directors during the Fall Conference plans were approved that will allow a subscription to EDUCATIONAL RESOURCES AND TECHNIQUES to be included in services rendered all TEXAVED Associate and Active members. This will be done without adding to the regular cost of membership in the organization.

In the future all new members of TEXAVED will automatically receive a subscription to the journal as part of their membership. This too will be done with no increase in the present membership fee.

This action is part of a concerted effort to expand TEXAVED's membership through expanded services to our members.

The new TEXAVED officers for 1960-61 were installed at the fall conference in Abilene. Left to right are B. I. Boyett, President Elect; Jim Hardie, President; Nettie Shaw, Secretary; and James Roberson, Treasurer.

NEW TEXAVED OFFICERS ALREADY HARD AT WORK

Besides the new officers shown in the picture above others will be working to make TEXAVED a vital and growing organization. Dr. Ernest Tiemann will continue to act as Executive Secretary of the organization and Virginia Patterson, our immediate Past President, will be on hand to lend a guiding hand. Directors for the coming year will be Dr. Quincy L. Atha, Daniel Martin, Charles L. Rich, Bill Harville, Walter Brawn, and Hugh Proctor.

One of the most important items of business for the Board was the approval of appointments to the legislative committee that will handle the vital legislative matters that will come before the legislature.

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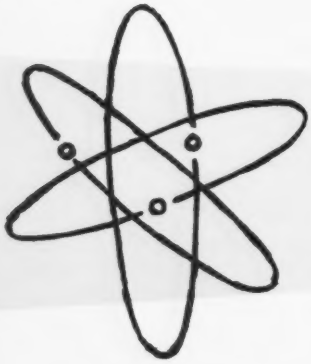

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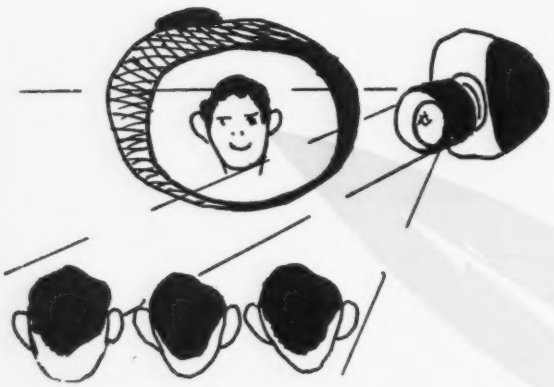

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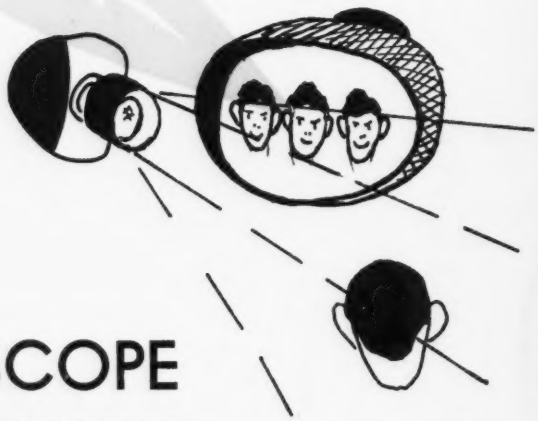

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